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most cases, obviate, or at least minimize, the clashes and frictions that arise in school life. Such neglect of duty toward teachers is simply criminal.

Discipline is not merely for school—it is for life. While we must inflict penalties at times, let us do it with an ever-present faith in the better part of the pupil's nature. While we strive to eradicate the "it," let us ever remember the boy or girl to whom the "it" clings as an expression of the worse—not the better—side of the pupil's nature.

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#### ELEMENTARY SCHOOL CONFERENCE ON SCHOOL INCENTIVES

SUPERINTENDENT W. D. PARKINSON, Waltham, Leader: The school should marshal to its aid the incentives which originate in the home, in society, in the church. It may bring to bear whatever natural and social impulses serve to set in motion its activities, but its aim should be to transmute these impulses into corresponding spiritual interests, and to gear its activities to those permanent motives which mature into principles of action and constitute the fibers of character.

Artificial incentives, such as marks, rewards, penalties, prizes, honors, promotions, may be erected like follow-flags to beckon toward goals too distant to attract the child's interest; but when such guide-signs cease to be in line, or when made ends in themselves, they become misleading. So far, then, as the school employs such artificial incentives, great care should be taken that they point to just conceptions of success, of duty, of honor, of truth; and as the pupils advance in years, the nearer and more material incentives should be supplanted by the more remote and spiritual.

The school should be alert to seize upon the passing interests of the children, and to strike while the iron is hot. But the well-disciplined school, like the disciplined mind, will choose which incentives shall prevail, and will cultivate industry, persistence, courage, steadfastness—virtues which consist in the sacrifice of nearer to more remote ends.

Incentives, however weighty, lose force by frequent or indiscriminate emphasis. The standards of the school, therefore, should discriminate between error and wrongdoing, between information and understanding, between incidents and principles, between propriety and rectitude; and its bestowal of approval and disapproval, of praise and reproach, should be kept within the same bounds of propriety and of good taste as obtain in good society.

The emphasis should be upon those incentives which impel rather than propel; upon hope rather than fear, cheer rather than rebuke, self-respect rather than shame, anticipation of success rather than warning of failure.

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#### ELEMENTARY SCHOOL CONFERENCE ON THE PARENT PROBLEM

ISAAC HUSE, principal of Franklin Street Grammar School, Manchester, N. H., Leader: If, in addition to the careful analysis of the "parent problem" by Professor Wells, we could have had the address by Professor Locke, of Chi-